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ABSTRACT

Project Connect operates as an intervention/prevention service for students in grades nine through twelve at risk of abusing alcohol and/or drugs in the Austin Independent School District (Texas). On the average, the 278 students in the Project were seen once a week in individual or group sessions lasting from 5 to 45 minutes. Intervention sessions occurred during class and focused on: building self-concept; providing positive alternatives to alcohol/drug use; alcohol/drug education; and personal concerns (such as suicide) and school concerns (such as not liking school and conflicts with teachers). Nearly all students believed Project Connect had helped them in limiting their consumption of alcohol and/or drugs. Connect appeared to have a positive impact on student grade point averages (GPA's). Students involved in the program the longest had the highest GPA's. An executive summary lists the major positive findings and the major findings requiring action. Included in the appendices of the final report are student records, the student survey and results, and Project Connect contact logs. (PN)

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PROJECT CONNECT: 1984-85 Final

Technical Report

June, 1985

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PROJECT CONNECT: 1984-85 Final Technical Report

June, 1985

Publication No. 84.44

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PAINTING PICTURES OF DISTRICT PROJECTS 1984-85: PROJECT CONNECT

EXECUTIVE SUMMARY

AUTHORS: Belinda Olivárez Turner, Nancy Schuyler

OTHER CONTACT PERSONS: David Doss, Glynn Ligon

MAJOR POSITIVE FINDINGS

1. Nearly all students (95%) believed Project Connect had helped them in limiting their consumption of alcohol and/or drugs.

2. At least 96% of the students rated the help they had gotten as excellent or good, and 95% would recommend the program to friends who needed help.

3. Most students believed the program helped them feel better about:

   - Themselves (92%),
   - The way they got along with their parents (76%), and
   - The way they got along with their friends (75%).

4. Connect appeared to have a positive impact on student grade point averages (GPA's). Students served the longest had the highest GPA's.

MAJOR FINDINGS REQUIRING ACTION

1. Connect did not appear to have a consistent impact on students' absence rates based on their length of time in the program.

2. Student Survey results suggest the following changes would improve the program:

   - Smaller groups,
   - More frequent meetings,
   - Making students more aware of Project Connect,
   - More concentrated discussion of the topics of drugs/alcohol, and
   - More emphasis on attitudes towards school and teachers.

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PROJECT CONNECT

WHAT IS PROJECT CONNECT?

Program Description

Project Connect operates as an intervention/prevention service for youth at risk of abusing alcohol and/or drugs. It provides early intervention in an attempt to break patterns of behavior that could potentially lead to substance abuse and/or illegal behavior. The parent agency is the Greater Austin Council on Alcoholism and Drug Abuse, Inc.

Students Served

Students who join Project Connect either volunteer or are referred by parents, teachers, counselors, or friends. The program is voluntary; if a student is referred, he/she can refuse participation. Students referred who are in need of intensive services are referred to an outside agency--some are served by Project Connect also.

According to our records, Project Connect served 278 students.

Staff

Program director

Grades and Campuses Served

Grades 9-12 in all 10 regular high schools

Budget

Allocation	:	$32,100
Expenditures as of May 31, 1985:		$26,750
Cost per student	:	$ 96 (based on 278 served)

Method

The Director provides services by meeting with the students for varying periods of time in different types of sessions:

- Group sessions (students seen as part of a group);
- Brief sessions (informal contacts lasting less than ten minutes);
- Individual sessions (one-on-one sessions for ten minutes or more); and
- Other sessions (some type of referral made).

Sessions can last from 5 to 45 minutes. On the average, students in Project Connect were seen once a week. Intervention sessions occur during class, but times are rotated so the same class is not missed very often. The length of time students were in Project Connect depended upon referral date and continued active participation in the program.

In sessions, the Director focused on:

- Building self-concept,
- Providing positive alternatives to alcohol/drug use,
- Alcohol/drug education, and
- Personal concerns (such as suicide) and school concerns (such as not liking school and conflicts with teachers).

The Director had students do "action planning." Members of the group identified their personal strengths and weaknesses and then set goals based on them to be accomplished in six weeks. Progress towards goals was evaluated by the group weekly.

WHAT IMPACT DID THE PROGRAM HAVE?

Attitudes of Students

Students in Project Connect in March completed an attitude survey. Most students indicated the program made them feel better about:

- Themselves (92%),
- The way they got along with their parents (76%), and
- The way they got along with their friends (75%).

The areas in which fewer students believed the program helped them feel better were:

- The way they felt about their teachers (64%) and
- The way they felt about their school (56%).

Once the students started the program, it was easier for them to:

- Find someone to talk to when they had a problem (80%),
- Make new friends at school (74%), and
- Take part in class discussions (64%).

Fewer students (56%) thought it was easier to complete class assignments on time.

Still, at least half the students agreed that the program had helped them in each of the areas mentioned.

At least 96% of the students rated the help they had gotten as excellent or good and 95% would recommend the program to friends who needed help. Nearly all (95%) students felt Project Connect had helped them in limiting their consumption of alcohol and/or drugs.

Attitudes of Staff

Two questions were included in the districtwide administrator survey on drug intervention programs. High school administrators were asked specifically about Project Connect and junior high administrators were asked if their school needed such a program.

Project Connect has provided a beneficial service to students served in my school. N = 39					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/ Not Applicable
5.1%	41.0%	28.2%	5.1%	5.1%	15.4%
My school needs a direct service program for students with a potential drug and/or alcohol abuse problem. N = 29					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/ Not Applicable
34.5	27.6	13.8	13.8	6.9	3.4

- Almost half (46%) the administrators thought Project Connect had provided a beneficial service. Another large group (44%) were unsure or neutral about its value. Of those senior high administrators expressing an opinion, 54.5% agreed that the program provided beneficial services while only 12% disagreed.
- Two thirds (62%) of the junior high administrators believe their school needs a direct service program for students with a potential drug and/or alcohol problem.

Student Records

Attendance, grade point average, and discipline rates for students in Project Connect were examined for the first five six-weeks of 1984-85 in an effort to measure project impact. It was assumed that if Connect had an impact, students who had the benefit of Connect for longer periods of time would have fewer absences, higher grade point averages, and lower discipline rates. Students were grouped according to whether they had been in the program six months or longer (most of the school year), three to six months, or less than three months. It was not possible to compare students' absence rates, GPA's, and discipline rates to the year before service by Connect because of changing guidelines for attendance and discipline and changing course difficulty levels.

Attendance. Attendance rates were compared for each group. The figure below shows the total number of absences and the mean for each group and the total group for the first five six weeks of 1984-85. Excused and unexcused absences are included.

Length of Service	Number of Absences	Mean
Over 6 months N = 76	838	11.0
3-6 months N = 104	1554	14.9
Less than 3 months N = 97	1176	12.1
TOTAL N = 277	3568	12.9

If the program had a positive effect, those served longer would be expected to have fewer absences.

- Those in the group over six months did have fewer absences.
- However, the group served three to six months had more absences than those served less than three months.

The Director reported that he did see improvement in absence rates for some students over the course of the time served.

Grade Point Average (GPA). Average overall GPA's for the first five weeks of 1984-85 are shown below. GPA's were not available for this period for students who left the Austin Independent School District. This totaled 94 students (almost one third of the sample). Higher GPA's for those in the program longer were considered a sign of positive program impact.

Length of Service	Mean GPA
Over 6 months (N=56)	78.6
3-6 months (N=68)	77.1
Less than 3 months (N=59)	76.2

As this chart shows:

- Length of service by Connect did appear to be related to GPA.
- The group in the program over six months had the highest GPA, followed by those in three to six months, and finally, less than three months.

Discipline. The total number of discipline incidents and the number of students involved for each group was calculated.

- Students in Connect over six months (N=76) had a total of 19 incidents. Only 14 students (18% of the group) were involved.
- Students served three to six months (N=104) had a total of 35 incidents. Only 22 students (21% of the group) were involved.
- Students served less than three months (N=97) had a total of 13 incidents. Only 11 students (11% of the group) were involved.

Overall, most students in Project Connect had no discipline incidents. However, length of time in the program did not appear to impact discipline rates.

WHAT CHANGES WOULD BE BENEFICIAL TO THE PROGRAM?

For the most part, students reflected positive attitudes on the Project Connect Student Survey. Overall, students felt the program's services were very good. However, a few things were mentioned that would improve the services. The most frequently mentioned needs were:

- Smaller groups;
- More frequent meetings;
- Making students more aware of Project Connect; and
- More concentrated discussion of the topics of drugs and alcohol.

Survey results suggest the program could be of greater value to AISD if the topics of attitude towards school and teachers were emphasized more.

BIBLIOGRAPHY

Turner, B. O. and Schuyler, N. B. PROJECT CONNECT: 1984-85 final technical report. Austin, TX: Office of Research and Evaluation (Publication No. 84.44), Austin Independent School District, June, 1985.

The final technical report describes the procedures employed in the implementation of Project Connect as well as the results.

Project Connect

Appendix A

STUDENT RECORDS

PROJECT CONNECT
STUDENT RECORDS

Purpose

Student records were used to answer the following decision and evaluation questions.

Decision Question D1. Should the program be continued as is, modified, or discontinued?

Evaluation Questions D1-1, D1-2, D1-3: Did students in Project Connect most of the year show greater benefits than those served for shorter periods in terms of:

Grade point averages (GPA)? (D1-1)
Attendance? (D1-2)
Discipline? (D1-3)

Procedure

The student grade report, attendance, and discipline records for the first five six weeks of 1984-85 were examined for each of the students in the program. The length of service was used as the basis for comparison across groups to see if the amount of time in the program affected grade point average, attendance, or discipline rates. It was not possible to compare students' absence rates, GPA's, and discipline rates to the year before service by Connect because of changing guidelines for attendance and discipline and changing course difficulty levels.

The students in the program were assigned to different categories depending on the length of time they had been in the program. Then depending on the category assigned, they were further divided into three groups. The three groups were:

- Those in the program seven months or more
- Those in the program three to six months
- Those in the program less than three months.

Once all the information was available for each of the students, the groups were compared to each other to see if more improvement was made by students in the program longer.

Results

Grade Point Average (GPA). Average overall GPA's for the first five weeks of 1984-85 are shown below. GPA's were not available for this period for students who left the Austin Independent School District during the year. This totaled 94 students (almost one third of the sample). Withdrawal codes suggested some students had moved out of AISD; others had switched to private schools; and some were withdrawn for non-attendance, going to work, or unknown reasons (these could be dropouts). Higher GPA's for those in the program longer were considered a sign of positive program impact.

Length of Service	Mean GPA
Over 6 months (N=56)	78.6
3-6 months (N=68)	77.1
Less than 3 months (N=59)	76.2

As this chart shows:

- Length of service by Connect did appear to be related to GPA.
- The group in the program over six months had the highest GPA, followed by those in three to six months, and finally, those served less than three months. Differences were small between groups.

Attendance. Attendance rates were computed for each group. The figure below shows the total number of absences and the mean for each group and the total group for the first five six weeks of 1984-85. Excused and unexcused absences are included.

Length of Service	Number of Absences	Mean
Over 6 months N = 76	838	11.0
3-6 months N = 104	1554	14.9
Less than 3 months N = 97	1176	12.1
TOTAL N = 277	3568	12.9

If the program had a positive effect, those served longer would be expected to have fewer absences.

- Those in the group over six months did have fewer absences.
- However, the group served three to six months had more absences than those served less than three months.

Thus, the program did not appear to have a consistent impact on attendance based on length of service, but may have helped those who stayed in most of the school year.

The Director reported working with some students who had attendance problems and seeing some improvement over the year. He suggested some students' rates may have been so high initially that the improvement would not show up in group averages.

Discipline. The total number of discipline incidents and the number of students involved for each group was calculated.

- Students in Connect over six months (N=76) had a total of 19 incidents (an average of .25 per student). Only 14 students (18% of the group) were involved.
- Students served three to six months (N=104) had a total of 35 incidents (an average of .33 per student). Only 22 students (21% of the group) were involved.
- Students served less than three months (N=97) had a total of 13 incidents (an average of .13 per student). Only 11 students (11% of the group) were involved.

Overall, most students in Project Connect had no discipline incidents. However, length of time in the program did not appear to impact discipline rates. Those in the program the shortest period of time had the lowest discipline rate, followed by those in the program the longest. As with absences, those in Connect 3-6 months had the highest rate of discipline incidents.

Project Connect

Appendix B

STUDENT SURVEY

PROJECT CONNECT
STUDENT SURVEY

Purpose

The student survey was administered to gather information on the following decision and evaluation questions.

> Decision Question D1. Should the program be continued as is, modified, or discontinued?
>
> > Evaluation Question D1-4. Has the program had any perceived impact on students' attitude towards school, self-concept, and/or level of use of alcohol or drugs?

Procedure

The Project Connect student survey was developed by the District Priorities evaluator and evaluation associate. Some questions were taken from last year's survey developed by the Director of the program and a questionnaire used in the Wilderness Challenge Project. The survey was reviewed by the Assistant Superintendent for Secondary Education, the Project Connect Director, the Director of the Office of Research and Evaluation, and various other people involved in the program. The only change was the deletion of a question which asked the student if anyone in his family had an alcohol or drug-related problem. The Assistant Superintendent for Secondary Education considered this question to be an invasion of privacy. Once all other comments were received, the survey was reviewed once more by the evaluator and evaluation associate and finalized in late February (see Attachment B-1).

The purpose of the survey was to find out how students felt about the program and whether they thought it had been beneficial to participate. The survey concentrated on the students' attitudes toward school, self-concept, and/or level of use of alcohol or drugs.

A memo was sent to the Director asking him to survey anyone that was in the program in March, no matter how long they had been in the program (see Attachment B-2). The surveys were sent to the Director to distribute in envelopes. These were provided so that if the students wanted to return them sealed, they could. Although the surveys were considered confidential, they were not anonymous. A number was put on the survey. The number allowed surveys to be matched to particular students if needed.

The Director was given a month to survey the students and return the surveys to our office. Once he returned them, the District Priorities secretary went through each survey and put the student's assigned number on it based on separate key provided by the Director. They were not returned in the envelopes originally sent. She also made sure all other information had been filled in. Once this was done the surveys were sent to the AISD Data Services Department to be keypunched. The keypunching format is included as Attachment B-3.

Results

The sample size for the Project Connect Student Survey was 173. Overall, students felt the program had been beneficial. The responses are shown in Attachment B-4.

The areas in which most of the students felt the program had made them feel better were:

- Feeling good about themselves (92%),
- The way they get along with their parents (76%), and
- How they get along with the friends they spend time with (75%).

The areas in which fewer students felt the program had helped them feel better were:

- The way they felt about their teachers (64%), and
- The way they felt about their school (56%).

Still, at least half the students felt the program had helped them feel better in all the different areas.

Once the students started the program, it was easier for them to:

- Find someone to talk to when they had a problem (80%),
- Make new friends at school (74%), and
- Take part in class discussions (64%).

Fewer students (56%) thought it was easier to complete class assignments on time.

At least 96% of the students rated the help they had gotten as excellent or good and 95% would recommend the program to friends who needed help. Nearly all (95%) students felt Project Connect had helped them in limiting their consumption of alcohol and/or drugs.

Thus, it seems that most of the students who were in Project Connect during March felt the program was helping them.

The survey also had three open-ended questions, the student's comments are shown as Attachment B-5, B-6, and B-7. Spelling was corrected and some paraphrasing was done on the comments.

Basically, the students reported the program helped them discover:

- They were not such bad kids;
- Many of them had similar problems;
- Some of them really did have a drug problem;
- Drugs are not necessary to function in life;
- If they faced up to their problems, they could solve them by working on them themselves or getting help;
- They needed to control their consumption and/or use of alcohol/drugs; and
- They needed to trust other people.

Overall, students felt Project Connect's services were very good. However, a few things were mentioned that would improve the services. The most frequently mentioned needs were:

- Smaller groups;
- More frequent meetings;
- Making students more aware of Project Connect; and
- More concentrated discussion on the topics of drugs and alcohol.

On the comments section of the survey, the more frequent comments were:

- That the program was very beneficial and should be continued; and
- That Jeff Kramer was a very good counselor and helped them very much.

In comparing questions asked both years, the responses were more positive this year. This year the program made more students feel better about:

- Their families (72% to 55%),
- The way they get along with their parents (76% to 64%),
- Their teachers at school (64% to 51%),
- Their school (56% to 53%), and
- The friends they spend time with (75% to 71%)

This year students in the program felt more strongly that Project Connect could help their friends if they had problems. Three fourths of the students this year said that yes, they would definitely tell their friends about the program compared to half the students last year; 20% thought they would tell their friends compared to 34% last year and 5% compared to 14% said maybe they would tell their friends.

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Project Connect Student Survey
Office of Research and Evaluation

Each year, the Office of Research and Evaluation evaluates the value of many AISD programs for students. We are collecting information on Project Connect this year. As part of this effort, we would like your opinion about the services you have received through Project Connect. *All information will be considered confidential.* The report will summarize the views of the overall group. Please return your survey to Jeff Kramer in the envelope provided.

SCHOOL _____ GRADE _____ DATE _____

Compared to before you first started Project Connect, how do you feel now about the following: (Please circle the best response).

	Much Worse 1	Worse 2	No Change 3	Better 4	Much Better 5
1. Your health?	1	2	3	4	5
2. Your family?	1	2	3	4	5
3. The way you get along with your parents?	1	2	3	4	5
4. Your teachers at school?	1	2	3	4	5
5. Your school?	1	2	3	4	5
6. The friends you spend time with?	1	2	3	4	5
7. Yourself?	1	2	3	4	5

Compared to before you started the program, is it easier or harder to do the following: (Please circle the best response)

	Much Easier 1	Easier 2	About the Same 3	Harder 4	Much Harder 5
8. Find someone to talk to when you have a problem?	1	2	3	4	5
9. Complete your class assignments on time?	1	2	3	4	5
10. Take part in class discussions?	1	2	3	4	5
11. Make new friends at school?	1	2	3	4	5

12. How good or bad would you rate the help you have gotten at this program? Was it:

a. Excellent
b. Good
c. Okay
d. Fair
e. Poor

13. If a friend of yours needed some help with problems, would you tell him or her to come to this program?

a. Yes, definitely
b. Yes, I think so
c. Maybe
d. No, I don't think so
e. No, definitely not

14. How much has Project Connect helped you in limiting your consumption of alcohol and/or drugs?

a. A lot
b. A little
c. Not at all

15. What have you discovered about yourself as a result of this program?

16. What suggestions can you make that will improve the services of this program?

17. Do you have any other comments?

Attachment B-2

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Project Connect Student Survey
Office of Research and Evaluation

February 28, 1985

TO: Jeff Kramer

FROM: Belinda Olivárez Turner BOT

SUBJECT: Project Connect Student Surveys

The surveys are to be distributed to all students who are in the program in March. We are providing envelopes for the students to return the surveys in if they wish. We would like you to put your number for the student returning the survey either on the survey (if they don't use the envelope) or on the sealed envelope.

You can just send them to us through the school mail if you would like. The school office will have large mailers. Just address to: Belinda Turner, Administration Building, Box 79.

Mail them in as you get them or collect them and mail them as a bunch. Just try to keep the schools separate. Mail them all to us by April 4 if at all possible.

The surveys should be self explanatory so you won't need to give them directions. Try to get everyone to fill them out, but we will settle for 80% of March enrollment if necessary.

BOT:NBS:lg

APPROVED: _____
Director, Research and Evaluation

FILE ID A/V/M

CARD FILE LAYOUT

LOCATION:

Page 1 of 2

PROGRAM: District Priorities 010

____AISD_____

YEAR: 1984-85

____UT PF____,____,_____
acct. pass. file name

CONTENTS: Project Connect Student Survey

Field	Columns	Description
	1-3	File-Id - AVM
	4-5	Assigned Student Number
	6-8	School Number
	9-10	Grade
	11-11	Question 1 (1=1; 2=2; 3=3; 4=4; 5=5)
	12-12	" 2
	13-13	" 3
	14-14	" 4
	15-15	" 5
	16-16	" 6
	17-17	" 7
	18-18	" 8
	19-19	" 9
	20-20	" 10

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B-8

Attachment B-3
(Page 1 of 2)

Project Connect Student Survey

FIELD	COLUMNS	DESCRIPTION
~~A~~	~~1 - 3~~	~~PIES ID~~
	21 - 21	Question 11
	22 - 22	" 12 (1=a; 2=b; 3=c; 4=d; 5=e)
	23 - 23	" 13 (1=a; 2=b; 3=c; 4=d; 5=e)
	24 - 24	" 14 (1=a; 2=b; 3=c;)
	-	
	-	
	-	Blank = Blank
	-	Double Response = Blank
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Project Connect Student Survey
Office of Research and Evaluation

Each year, the Office of Research and Evaluation evaluates the value of many AISD programs for students. We are collecting information on Project Connect this year. As part of this effort, we would like your opinion about the services you have received through Project Connect. All information will be considered confidential. The report will summarize the views of the overall group. Please return your survey to Jeff Kramer in the envelope provided.

SCHOOL _____ GRADE _____ DATE _____

Compared to before you first started Project Connect, how do you feel now about the following: (Please circle the best response).

	Much Worse 1	Worse 2	No Change 3	Better 4	Much Better 5
1. Your health? N=173	0%	2%	25%	50%	23%
2. Your family? N=170	0%	4%	24%	47%	25%
3. The way you get along with your parents? N=172	1%	3%	20%	45%	31%
4. Your teachers at school? N=171	0%	2%	33%	44%	20%
5. Your school? N=172	1%	6%	38%	37%	19%
6. The friends you spend time with? N=171	0%	2%	23%	35%	40%
7. Yourself? N=173	0%	1%	8%	46%	46%

Compared to before you started the program, is it easier or harder to do the following: (Please circle the best response)

	Much Easier 1	Easier 2	About the Same 3	Harder 4	Much Harder 5
8. Find someone to talk to when you have a problem? N=173	40%	40%	18%	1%	1%
9. Complete your class assignments on time? N=173	18%	38%	40%	4%	0%
10. Take part in class discussions? N=171	32%	32%	32%	2%	1%
11. Make new friends at school? N=173	38%	36%	24%	0%	2%

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12. How good or bad would you rate the help you have gotten at this program? Was it: N=116

a. Excellent 57% c. Okay 5% e. Poor 0%
b. Good 39% d. Fair 0%

13. If a friend of yours needed some help with problems, would you tell him or her to come to this program? N=113

a. Yes, definitely 75% d. No, I don't think so 0%
b. Yes, I think so 20% e. No, definitely not 0%
c. Maybe 5%

14. How much has Project Connect helped you in limiting your consumption of alcohol and/or drugs? N=113

a. A lot 73% b. A little 22% c. Not at all 5%

15. What have you discovered about yourself as a result of this program?

16. What suggestions can you make that will improve the services of this program?

17. Do you have any other comments?

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15. WHAT HAVE YOU DISCOVERED ABOUT YOURSELF AS A RESULT OF THIS PROGRAM?

- That I can be myself and be not ashamed of it.
- To trust certain people.
- I found that I can talk to people with better ease and I also have found that I can listen much better.
- That I can face my problems and alcohol isn't an answer.
- That drugs aren't the only way to deal with problems.
- I have stopped drugs and I am more confident.
- I've found that I feel better if I talk to someone.
- I've discovered there is a solution to every problem no matter how troubling it is.
- That I'm a very special person. That I have the ability to do whatever I want to.
- I have discovered when I don't feel like smoking or drinking I don't. If my friends try to make me I just don't listen to them.
- I have discovered that I do have the ability to share the problems I have and any problems that my friends have.
- That I can be a very unique person and that people really do care.
- That you don't have to hide your problems.
- That I am my own person and I can deal with problems on my own.
- That you can work 8 to 5 and party on special occasion instead of partying 8 to 8.
- That nothing is worth killing myself over and that my parents have problems too and that just because they blame me for something doesn't mean that it is my fault.
- I was not in the program too much but I had a killer time.
- I have learned more about myself. How to solve my problems somewhat better. I'm learning how to deal with people better.
- That I'm as good as anybody else!
- That we don't really need alcohol to help us through our problems and that suicide isn't always the answer.
- I am a good person.
- That I have a drug problem.
- That I sometimes have problems that people notice when I've been drinking or smoking and people are really open about themselves towards you about admitting that they have a problem. I personally didn't think smoking could lead into those big time drugs but I was wrong. I think there is nothing wrong with drugs if you can handle what you're taking.
- That I don't have to smoke in school all the time.
- I have discovered many problems in my point of view on different situations. I have found out that my life is not so different from many other people. It has really boosted my self confidence.
- I have discovered that I'm more in control of my life after Project Connect.
- That there is still hope and not to give up and there are people who care.
- I don't need any type of substantive to feel good or have fun.
- I've discovered that I have some problems, but they don't overwhelm me now because I can talk about them and not always try to ignore them or cover them up with drugs. I have learned that I am an okay person, and with or without drugs, I have a place to go.

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- This program showed me it's OK to be different; I don't have to be stoned to be cool.
- I have learned to cope with my environment better.
- I have found out that I can function and have fun without drugs. Life is a lot better and I feel more alive since I slowed down in my using them.
- I've discovered that I use drugs maybe a little too regularly and should probably discontinue use of drugs all together.
- That my problems aren't unique. That they have solutions.
- That I have all the time in the world. By taking more responsibility I can get more done and have all the free time I need.
- That there are more things to life than drugs. Drugs are depressing.
- That I can do a lot more things than I thought I could and that drug use isn't the only thing to achieve at school.
- I discovered that the stress problems that I experienced were the same that other people experience. This helped me understand life and deal with it better.
- That I could help myself and could talk to someone about my problems.
- To be a good person and like myself.
- Life without drugs ain't so bad.
- That I can be who I am--I am a person with good qualities--working on the bad.
- That I don't need alcohol that much anymore.
- I have discovered that I can quit drinking and drugs and that I can help myself out of my problems, and that I'm not as messed up as I thought I was.
- I'm not just one of the crowd, I am my own person. (4)
- I am able to bring out my problems better and evaluate them.
- That I can deal with some of my harder problems.
- That I can help other students as well as myself.
- I don't need drugs all the time.
- That I have a lot more potential to solve my own problems by relating them to the problems of other people. (2)
- You don't do drugs to "fit in" or be accepted.
- I've learned to control consumption of drugs.
- To decide when it's good to use drugs and when I'm abusing them.
- That I can do anything I want to if I really set my mind to it.
- That a lot of the drugs I'm using are to escape the world.
- I've been more cautious as to what or how much I do. I think about what could happen.
- I'm insecure, react easily to peer pressure.
- Drugs play a role in our lives.
- I'm not so bad after all.
- Some people have some of the same problems that I have. (7)
- I have discovered not to be so shy and it has made me realize what drugs really were.
- My sensitivity -- more so than I thought.
- I found my identity. (2)
- That I was a pothead and didn't even know it.
- It has helped me cut down on pot.
- That I want to get away from the people that do drugs.
- That I have a bad self-image and that it needs to be worked on. I have learned to help myself.

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- That I have been able to make friends much easier than I could when I was an alcoholic.
- That I don't have to get drunk or high to escape my problems. It only makes it worse.
- I've learned that I can be myself and do what I want to do and still have friends. (2)
- That drugs are not a good dose for your health. And that without alcohol or drug use, I feel much better.
- That you have to like yourself for other to like you.
- That you can stop when you want to stop using drugs and can tell someone when you need help.
- That I can slow down on drugs and talk to my mom.
- That I'm not the only one with problems and I get a chance to see how other kids handle them as well as voicing my opinion. The facts Jeff gives us are straight, he doesn't give us the run around like others I've met.
- Feel better about myself. (2)
- I used to think my family was the only one with problems. I feel much closer to my mom and dad because I can understand them and tell them the truth now.
- I am a much more alert and responsive person.
- That I am a rebellious person.
- A change in attitude can really change one's opinions of his/her surroundings and present situations.
- I'm a better person than I thought I was.
- That I can't hide my problems from myself; I have to take what I get.
- I've learned about relationships and my personality.
- I'm not sure about the way I feel about myself.
- That I have a problem I shouldn't be embarrassed to talk about.
- You don't have to have a drink to have a good time or to solve your problems, it's easier to find someone to talk to.
- I faced the fact that I was a potential alcoholic.
- I can depend on my own self.
- I am more comfortable with myself. I get along with other people better.
- Know what I believe in.
- Need to have more self confidence and talk more openly about my problems.
- People want to listen to what I say. (3)
- That I need to make sure that drinking doesn't become a habit. I don't think I drink more than other people, just have make sure I don't.
- There are better things to do than getting high or drunk.
- That I do have something to offer people.

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16. WHAT SUGGESTIONS CAN YOU MAKE THAT WILL IMPROVE THE SERVICES OF THIS PROGRAM?

- None, it's excellent. (4)
- More time in this class. (2)
- It doesn't need any improvement.
- Just make the group better known to others so they can cope with troubles.
- This program can only change for the better.
- To keep Jeff Kramer as our counselor. We all trust him very much and I love him like a father.
- More funding for special group activity.
- Meet more often in the mornings because several of us don't have afternoon classes, and we would like to go to the group too.
- More trust!!
- It will improve the service of this program if doing something other than talking.
- I have only been once so far I do not have any ideas about the program.
- Issue waiver and have a program that encourages people to come in and see what goes on.
- Not that many, cause it is a very efficient program.
- More time for the program. More openness to the public for their awareness and to all students.
- Smaller and more united groups.
- Be open to say what you feel.
- Make it harder to get in.
- I think that we should spend more time talking about problems at home in relation to drugs and get more feedback on how to deal with it.
- More meetings. (5)
- More people join.
- Smaller groups. (8)
- None (needed more in Austin).
- Smaller groups that meet more often.
- More time together.
- None really except advertisement should be more apparent.
- The relaxed atmosphere was good, but if wasn't structured enough.
- I think the program is fine as it is. (7)
- Can't really think of much.
- Maybe have the group plan ahead about what they want to talk about, they, can keep only to that subject and become more organized.
- Cut down.
- The group needs to feel more comfortable, and feel that they can discuss anything they want to.
- More structure.
- Talk more; not so many people; occasionally spend time witn this person by themselves.
- Talk individually about problems.
- Reach more people through word of mouth.
- Better environment.
- I could help someone out with their problem.
- More talk about what drugs do, and to you.
- Expansion to other schools.

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- Maybe more people.
- Have a better environment and a more definite time.
- None. It's perfect.
- Expanding the curriculum.
- Keep Kramer here. (3)
- I think we should go out and do things together to get to know each other better.
- Maybe films or something!
- Talk about the problem head on.
- Talk about issues instead of percentages of drug and alcohol.
- I feel that giving student more insight on themselves will really help them stop and think about what they are doing.
- Get everyone involved and help them to get to know each other better!
- More funding (field trips, facilities).
- I could talk in this group.
- None the teachers doing great.
- This program has changed, more people are confident and concerned about where Project Connect is standing.
- More attention needs to be made towards drugs and alcohol.
- I have been in this group one year and I haven't taken a drink of liquor in 5 1/2 months.
- If we could have more support from the school and school board. If also we could form a group to go and talk to other junior highs and elementaries.
- Make group A and B into one group. From my point of view it is boring to talk about my problems or discussions in front of everybody. I don't feel as comfortable as I wish I could. I need to feel accepted to be able to talk about problems.
- That the program discusses the problems of others and about you.
- Make it better known to the student and get counselor like Jeff.
- Have more information about drugs and the harmful effects of them.
- Don't know.
- Keep up the good work.
- Nothing yet.
- Nothing really.
- It's great why change it?
- I've met smaller groups that everybody honestly feels a sense of trust and is trusted. With some group members there isn't the faith needed to help them cause we can't reach them.
- More time, less hassle from teachers.
- Don't change a thing.
- Longer sessions, more frequent.
- Meet more times in the day, like four periods or earlier two trips.
- The only suggestion I have pertains to the people involved in the program. I wish so much the people would try more to open up, so they could get the help I know we all need.

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17. DO YOU HAVE ANY OTHER COMMENTS?

- Please keep the program alive. It is really helping a lot of people
- I love it!!! It's terrific! I am glad to be here.
- I would hope and wish and pray this class will continue.
- This is a good group.
- This group really helps people to cope with life and their surroundings.
- I like the program.
- Keep the program.
- This program has helped me out tremendously. Many students have looked at me in a better way because I can admit I have a problem. I wish that there were more groups like these.
- I think that question 16 is very hard to discuss on paper without having a complete ideas on all of the way not to change group procedure.
- Yes, we need to increase confidentiality with the group.
- If I didn't have Jeff I don't know what I would do, he has helped me through a lot of hard times, and is still helping me!
- I really think this helps me a lot.
- I just think that this has helped me a great deal!
- It is a great program.
- Jeff Kramer is good for the job.
- I've enjoyed the time I've been in there and believe me I was helped.
- Excellent program.
- Jeff Kramer is a good friend as well as a good counselor one a place to get good advice.
- Jeff Kramer is a big help to me. I think this is a great program.
- I think that this class helps students.
- I think more schools should have the program.
- I really look forward to the weekly meetings. It helps!! I'm depressed!!
- Jeff has helped me and I'm sure in time he'll make a difference.
- This program saved me from dropping out of school and screwing my life. This program is needed more in Austin. This group offers support, friendship, a place to get your problems and frustrations out. Many people do not have these services, too bad, huh?
- I really like this group, and it is very different from what I originally expected. It has not only helped me, but there are quite noticeable improvements in a lot of the others in group.
- Coming to this program regularly is beneficial to me.
- I hope that this program keeps going.
- I really like this group, and it is very different from what I originally expected. It has not only helped me, but there are quite noticeable improvements in a lot of the others in the group.
- This program has helped me better cope with myself and my friends.
- I'm glad there is a program like this in school.
- I enjoy talking to the group.
- This program has literally saved my life.
- Interesting field of study.
- I think that this program has helped me out a lot.
- I love it!
- I really like learning new things about myself and others both good and bad, mostly good.

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- This group has helped me in the last few days since I've been here. Thanks!
- Jeff is not only honest, he is open. He shows you can trust him when you have your first meeting with him. He shows his compassion for the younger crowds.
- I feel Project Connect has helped me a lot. I got to meet and get to know new people.
- I believe in Project Connect and I will stand by it all the way! It made me a better person, I believe in myself more! I don't need to take drugs or drink, I have Project Connect to turn to for my problems! Jeff has taught me a lot, I believe in him just as I believe in Project Connect!
- It's a group that could help solve lots of students' problems.
- I feel that this program is very effective.
- Reagan High School has a lot of pride--and students are willing to work out their problems.
- I'm behind it all the way.
- This group has helped me a lot. More groups of this kind should be offered to help out students with their problems.
- The counselor is quite good, he makes you feel like it's ok, that you're not weird or stupid. He makes it easy to bring out your problems.
- Jeff is a great counselor and great to get along with.
- I enjoy coming to the meetings. Whether I talk or just listen to feel better after the meeting. I look forward to each meeting.
- No! except it's a good group to help kids who don't have anybody else to talk to.
- Jeff Kramer is a real great guy and I can't wait every week especially when I really have something to talk about.
- Jeff is great to talk to.
- This program is a good set up for those who are too shy or afraid to say out their problems.
- This is a great program and anybody who has any kind of problems I recommend this program to him/her.
- I'd like to say that I have never had a drug/alcohol problem, but I have come to realize that because of my family history I could have a potential problem with alcohol. The point I want to make is that what this has done for me is to make me aware of the problems that many teenagers face in reality. It's not just a story any longer to me. This class has helped reinforce my conviction not to create this problem I could have.
- I hope this program goes on for the remainder of the time I'm here, and after I leave. I feel like there will be more students who would gain a whole lot out of this program and from Jeff.
- I like that schools are helping out kids with drug and alcohol.
- You're one hell of a guy, Jeff! 'Thanks for all the help.
- Very enjoyable, provides a new outlook that makes different aspects of a situation recur in your train of thought. The additional insight helped me become affixed to a singular course of action.
- Jeff is great!
- I hope that this program will always be around so that other people can get out of it what I did.

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- More talk about what drugs do.
- Expansion to other schools.
- Maybe more people.
- Have a better environment and a more definite time.

Project Connect

Appendix C

CONTACT LOGS

PROJECT CONNECT
CONTACT LOGS

The Contact logs were kept to provide information for the following decision question and information needs:

Decision Question D1. Should the program be continued as is, modified, or discontinued?

Information Need I1. What students were served by Project Connect during 1984-85?

Information Need I2. How many contacts were made with each student? Of what type were the contacts?

Procedure

The director of Project Connect kept a record of all the students he consulted (see Attachment C-1 and C-2). On one page he included the entry and exit date for each student, AISD student identification number, name, grade, student number he assigned, and school. The next page had the number of times each student was seen as part of a small group (G), in an individual one-on-one session (I) for ten minutes or more, or in a brief session (B) or informal contact lasting less than ten minutes. If some other type of referral was made, it was marked on the record form as (O).

Once these records were received by our office, the students were categorized according to the length of time they had been in the program. The categories used were as follows.

Category	Length of Service
1	7 months or longer (Student started in September, 1984 or earlier and was still in at the end of the fifth six weeks).
2	3-6 months (Student started in October or later and is still in at the end of the fifth six weeks).
3	3-6 months (Student started in October or later and dropped).
4	Student was in the program less than 3 months and dropped.
5	Student entered after February and was in the program less than 3 months (new adds).

We received the contact logs for September through February in March. The logs were reviewed and the students were assigned a category. Then we went through and tallied the number of group, individual brief, and other contacts. Student numbers were checked to verify they were not temporary. The records were then sent to be keypunched by the Austin Independent School District Data Services Department. The keypunching format is shown as Attachment C-3. Once the data was keypunched, it was put onto the CRT. The information for March through the third week in April was added directly onto the CRT. A few other changes were also made at this time.

Results

Overall 5,462 contacts were made with the 278 students in the program (an average of 19.6 contacts per student). The group with the largest number of students was the three to six months group with 104 students followed by the less than three months group with 97 students and the more than six months group with 77 students.

Length of Service	Group	Brief	Individual	Other	Total
> 6 months N = 77	1451 Mean = 188	56 Mean = .7	390 Mean = 5.1	72 Mean = .9	1969 Mean = 25.6
>3-6 months N = 104	1717 Mean = 16.5	26 Mean = .3	298 Mean = 2.9	46 Mean = .4	2087 Mean = 20.1
< 3 months N = 97	1213 Mean = 12.5	16 Mean = .2	156 Mean = 1.6	21 Mean = .2	1406 Mean = 14.5
Total N = 278	4381 Mean = 15.8	98 Mean = .4	844 Mean = 3.0	139 Mean = .5	5462 Mean = 19.6

Figure 1. NUMBER OF DIFFERENT TYPES OF CONTACTS BY LENGTH OF SERVICE.

- Group contacts were the most common (4,381). Group sizes varied from 5 to 17 members. About 37 group sessions were held each week across all high schools.
- Individual contacts were the next most common (844). The average number of individual contacts per student was three.
- There were only 98 brief and 139 other contacts (less than one visit per student).

Students in the program longer had a higher number of contacts, on the average for all types of contacts. On the average, students in the program were seen once a week.

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PROJECT CONNECT PARTICIPATION LOG

Date: _____

School Name: _____ School Id: ____

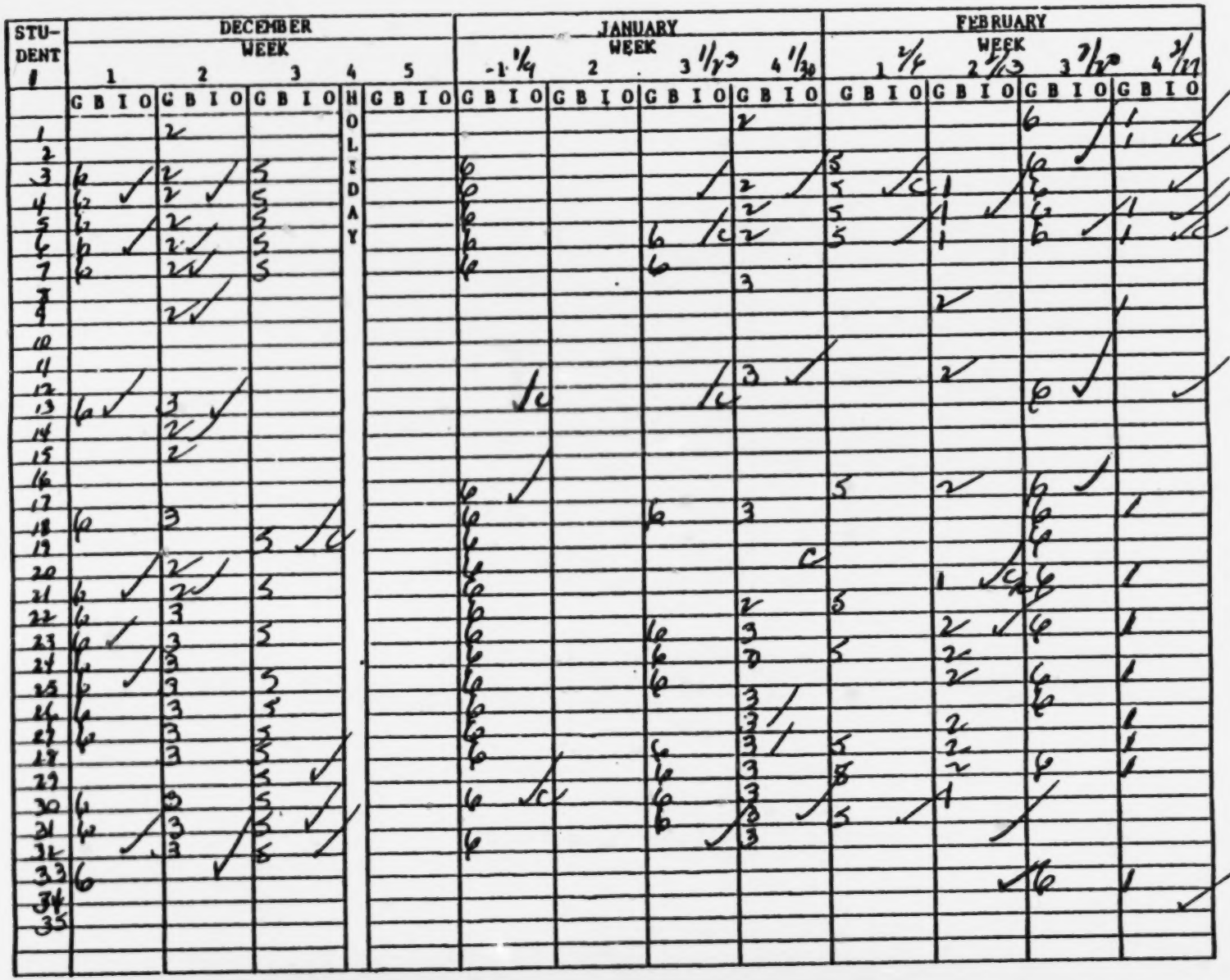
Start Date	Identification Number	Student Name Last, First	Telephone Number	Grade	Activity*

*I = Individual Counseling G = Group Counseling (or specify if other)

G — Group I -- Individual
B -- Brief O -- Other

PROJECT CONNECT CONTACT LOG

SCHOOL: Reagan H.S.



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Attachment C-2

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FILE ID ___ CARD FILE LAYOUT LOCATION ___

COMMENTS ___

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FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID AVL
B	4 - 10	Student Id.
C	11 - 35	Last Name, First Name
D	36 - 38	School Number
E	39 - 40	Student Number (Assigned by Jeff)
F	41 - 42	Grade
G	43 - 43	Length of Service 1-5 Categories
H	44 - 45	Group Visits.
I	46 - 47	Brief Visits
J	48 - 49	Individual Visits
K	50 - 51	Other
L	52 - 53	Group Visits
M	54 - 55	Brief Visits
N	56 - 57	Individual Visits
O	58 - 59	Other
	60 - 61	Group
	62 - 63	Brief Blank = Blank
	64 - 65	Ind.
	66 - 67	Other
	-	

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Attachment C-3

THIS DOCUMENT IS NOT
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